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ABSTRACT

This is the descriptive and evaluative report of the Garfield Educational Complex, a cooperating group of schools serving a predominantly Mexican-American Area of East Los Angeles, California. The complex is federally funded and conducted a three-year experiment to develop a relevant bicultural and bilingual program. Program components included: (1) early childhood education; (2) individualized instruction; (3) transition to the world of work; (4) staff development; and, (5) school-community advisory groups. The general response and degree of dissemination indicated that the experiment was successful. (Author/DM)

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THE GARFIELD EDUCATIONAL COMPLEX

** An Innovative Idea **

SUMMARY OF THREE YEARS OF EXPERIMENTS IN CURRICULUM RELEVANCY IN EAST LOS ANGELES

Submitted

April 22, 1971

Los Angeles City Unified School District
Los Angeles, California

UD011656

FOREWORD

The curriculum is the product
of the educator's mind....
It is his heritage
and his gift
to tomorrow....
It is the unique evidence
of his tenure
in the oldest
and the most honorable
of all professions....

--- Curricula for the Seventies

"... the heritage of yesterday, the richness of today, and the promise of tomorrow."

Los Angeles tells its history in its name.

When Spanish explorers first walked into the area in the mid 1700's, they found a primordial basin ringed by picturesque peaks and filled with gently rolling hills that fell away to the nearby sea.

The territory was only sparsely occupied by amiable Indians who hunted for their food and clothing. While the Spanish missionaries looked upon the Indians as new souls to cultivate, the explorers squeezed handfuls of the rich earth in their hands and thought of a different kind of cultivation.

Thus, began the era of the ranchos of Southern California, vast empires of agriculture and cattle herding, ruled by near-legendary "dons" and cared for by "vaqueros", the colorful Spanish cowboys.

A massive influx of Anglo-Americans precipated by the Gold Rush of 1849, created cultural shock waves between rural Spanish peoples and more urban-oriented Anglos from the East. The Mexican-Americans were soon outnumbered and became a subculture in the very land they had settled. From the tortured tangle of social, religious, economic and cultural conflicts that followed in the wake of Anglo immigration wave, Mexican-Americans emerged as a second-class citizens.

Generations have passed since this cataclismic occurance, but the Mexican-American remains a stranger in his own land, not yet a participant in the surrounding macroculture of Anglo-America. Although the ugly spector of racial discrimination suffered by other minority groups is a factor in this failure of "the melting pot", another major contribution to the problem is the deceptive ease with which established Mexican-American families, as well as new immigrants from the nearby U.S.-Mexican families, as well as new immigrants from the nearby U.S.-Mexican border, find themselves "at home" in the barrios of East Los Angeles.

With continuing back and forth traffic from Old Mexico, and reinforced by the knowledge of the closeness of the border, a predominantly Mexican-oriented subculture persists in East Los Angeles. An important ingredient of this subculture is the fact that Spanish is frequently the only language spoken in many households; many newly-immigrated families, both proud of their heritage and deficient in formal training in English, find it convenient to live in this Spanish-speaking community, reading Spanish newspapers, listening to Spanish radio stations and watching Spanish-speaking television stations.

In doing so, they are maintaining the very communication and understanding barrier that alienates them from the Anglo macroculture; English-language deficiencies are passed on to their children, who are thus set apart from the surrounding opportunities of the macroculture and made to stand out more clearly as obvious objects of misunderstanding, fear and distrust-- or, more simply, discrimination--- because they speak a different language.

Today, conflict between the aspirations of young Mexican-Americans to participate in "the good life" of America, and the frustration they experience at being <u>unable</u> as well as denied to do so, has resulted in clamorous newspaper headlines, sad and sudden death--- and further alienation.

The Spanish subculture, then, is both a boon and a bane: on the one hand it eases the impact of immigration for the newly-arrived; but, on the other hand, it breeds the dichotomy of culture and language that traps entire generations of Mexican-Americans.

Somehow, we have failed to build the bridge which will complete for the Mexican-American his transition from a traditional milieu to full acceptance and participation in our nation's dominant socio-economic system.

That bridge is the Bridge of Understanding. The foundations of Understanding lie in Knowledge. Our primary tool for imparting knowledge on a community scale is our school system. The knowledge which our school system is today geared to impart consists of information, skills and techniques which one must know in order to function in the dominant culture. The results of study after study, however, point with dismal certainty to the fact that simply presenting such knowledge to people--- especially children---who are emersed in such a strong subculture is <u>not enough</u>. The school system and its teachers must be able to reach into both cultures, translating and transferring the relevancy of school-taught knowledge into terms and situations understandable to the children of the subculture.

"Translate" is literally what the system and the teacher must often do, since it is in the area of English-language skills that their Mexican-American pupils are most frequently deficient. We have tried to meet this curriculum challenge with the Garfield Educational Complex. But, we have done more...

"Relevancy" is a word whose meaning resembles the rings made by a pebble tossed in a pond--- the ripples spread out until they reach the limits of the shores. The Garfield Educational Complex has tried to extend educational relevancy to the wide shores of East Los Angeles through new approaches to community involvement.

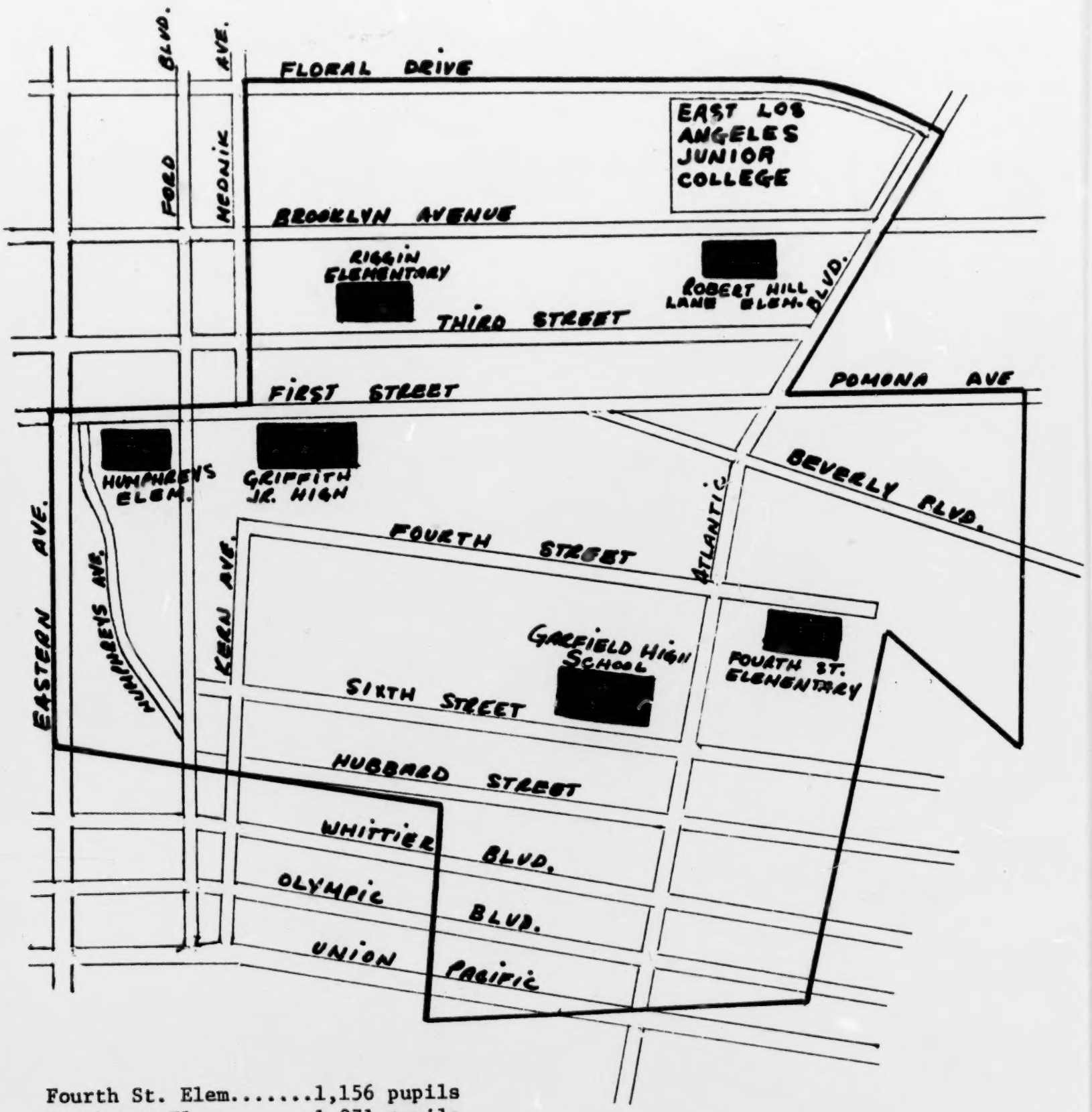
In short, for three years we have experimented--- a concise term to summarize the taxing work of conceiving and constantly modifying a myriad of programs--- and we have measured. This report is the final summary of the results....

.....And the results are good--- too good for this kind of effort to stop now. As educators and administrators of education, we know that learning is a functional waste unless it is applied.

We have learned much. Let's apply it.

Michael A. Rosales
Director
Garfield Educational Complex

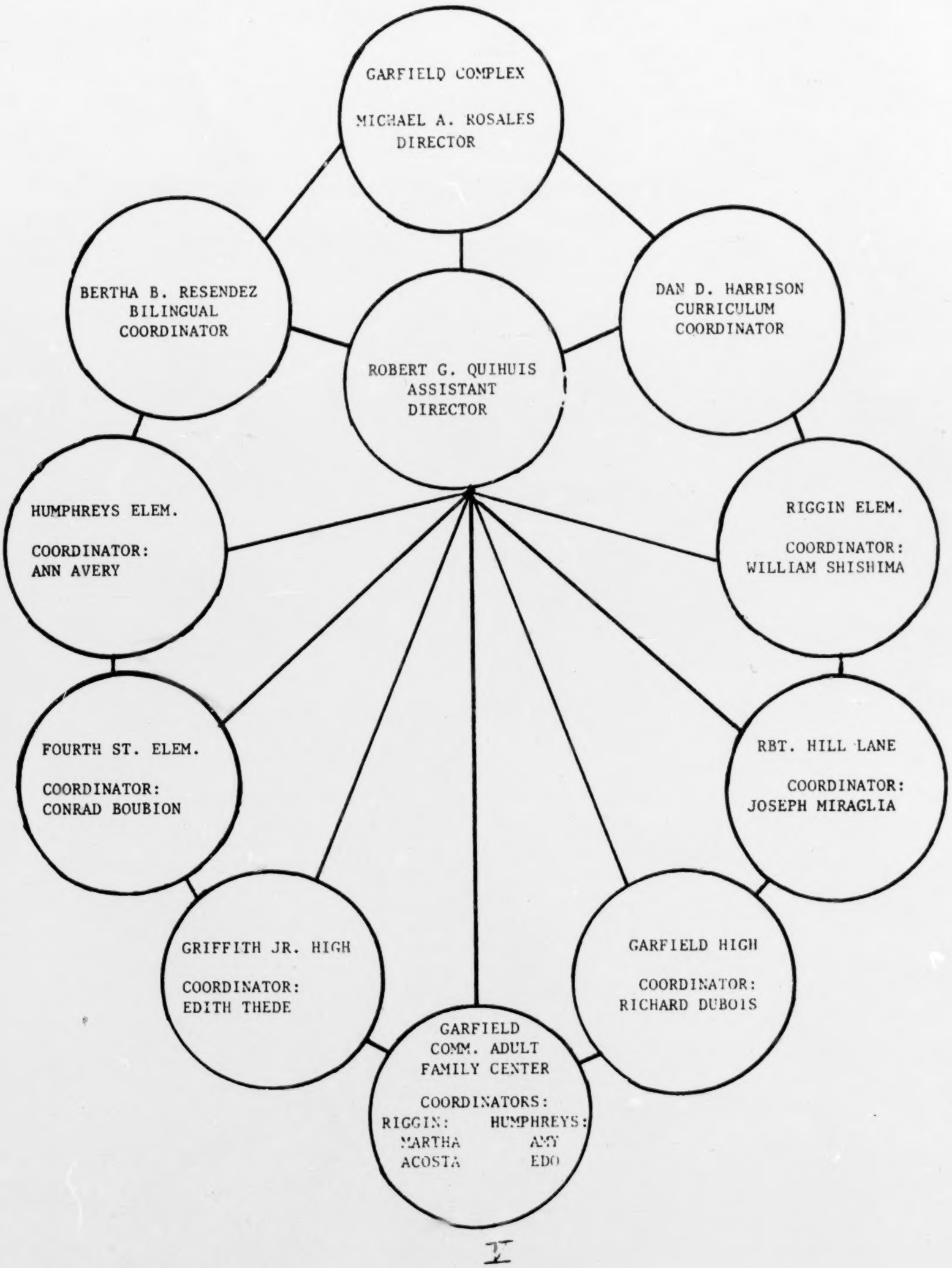
GARFIELD EDUCATIONAL COMPLEX
AREA MAP



Fourth St. Elem.....1,156 pupils
Humphreys Elem.....1,071 pupils
Rbt. Hill Lane..... 318 pupils
Riggin Elem..... 796 pupils
Griffith Jr. High.....1,666 pupils
Garfield High.....3,205 pupils

All pupils in the four elementary schools transfer to Griffith Jr. High; and pupils in Griffith transfer to Garfield High School.

Illustration 'A'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FOURTH ST. ELEM.
COORDINATOR:
CONRAD BOUBION
RBT. HILL LANE
COORDINATOR:
JOSEPH MIRAGLIA
GRIFFITH JR. HIGH
COORDINATOR:
EDITH THEDE
GARFIELD HIGH
COORDINATOR:
RICHARD DUBOIS
GARFIELD
COMM. ADULT
FAMILY CENTER
COORDINATORS:
RIGGIN: MARTHA ACOSTA
HUMPHREYS: AMY EDO

CONTENTS

PART I: THE COMPLEX

Page

What is the Complex?..... 1

Who Does It Serve?..... 1

Why an Educational Complex?..... 2

How It Works..... 2

A. Objectives..... 3

PART II: COMPLEX COMPONENTS FOR 1970-1971

Individualized Reading Program..... 4

Bilingual Education Program..... 9

Staff Development..... 12

Family Center Program..... 15

Advisory Committees..... 21

Complex Advisory Board..... 23

Articulation Program..... 24

Guidance Center..... 29

Bus Program..... 33

Kindergarten Program..... 34

PART III: SUMMARY

Conclusion..... 36

VI.

PART I: THE COMPLEX

What Is the Complex?

The Garfield Educational Complex is an innovative constellation of schools, agencies and individuals cooperating to improve the educational achievement level of primary, secondary, high school children and adults who live in a predominantly Mexican-American area of East Los Angeles, California.(See illustration A, Page iv).

The constellation--- or "complex"--- of schools which make up the Garfield structure includes Garfield High, Griffith Jr. High; four "feeder" elementary schools: Fourth Street, Humphreys, Riggin and Robert Hill Lane; and the Garfield Community Adult School.

Garfield is one of two experimental complexes operated through a federal grant awarded under Title III of the Elementary and Secondary Education Act. Planning for the complex began in November 1967, and, following presentation of a formal proposal titled, "Planning and Pilot Activities for an Educational Complex", the program was funded in July, 1968.

The complex is administered by a full-time central staff who have the ultimate responsibility for planning and developing the programs, working with community groups, local teachers and school supervisors and supervising implementation of programs in the schools after adequate planning and training have been performed. In addition to this central staff, each of the schools within the complex have an "in-house" staff member, usually a teacher at the school, who coordinates complex activities at the facility. The relationship of these individuals is outlined in illustration B on Page v.

Who Does It Serve?

The population of the area outlined in illustration A is predominantly Mexican-American. According to the 1965 Special Census, the Spanish-surname population in metro-East Los Angeles is approaching 80 per cent.

The patterns of housing, income and education which have become dismayingly familiar across our nation are much in evidence in this community: up to 75 per cent of the housing was built before 1939; 25 per cent of it can be categorized as "dilapidated". The most recent figures show over 25 per cent of the population earning less the $4000 per year, with 16.2 per cent under $3000; unemployment is high and federal and state aid to families is high.

Education in the area is characterized by high dropout rates, high student absenteeism rates and low levels of academic achievement. One exception to this is Robert Hill Lane Elementary, which is located in a higher socio-economic segment of the larger community.

The Spanish culture, values and language dominate in many households. Children frequently enter the educational system with only minimal skills in English and rudimentary concepts of the Anglo macroculture.

Why An Educational Complex?

The complex idea is based on studies conducted on a national level and outlined several years ago by Dr. Nolan Estes, Associate Commissioner of Elementary and Secondary Education, for the U.S. Office of Education.

Even at that time it was already evident that communities and the schools which are intended to serve them had drifted apart. School districts which as recently as even a generation ago served much smaller and more monocultural cities, today find themselves responsible for administering to huge metro areas which include socio-economic subcommunities that frequently require highly individualized curriculum programs. Unable because of their ponderous size and stratification to bend to the curriculum needs of the subcommunities, school districts--- and, consequently, the schools they administer--- became irrelevant, communication and understanding atrophied, misunderstanding and mistrust grew.

The Garfield Educational Complex is an attempt to solve this problem, to build increased relevancy and understanding between a community and the schools service the community. The functional objective of the Garfield experiment is to bring together the family of schools listed earlier to form a school system within a school system.

The complex is an experiment in responsiveness: could a micro school system be developed and produce a curriculum that would be relevant to the special and changing needs of this East Los Angeles community?

How It Works

The main thrust of the complex, then, was development of a curriculum ---a curriculum that had to necessarily be bicultural and bilingual.

The core component of this curriculum was language development. Language development was recognized as essential to all other areas of curriculum; it was also recognized as central to the overriding functional objective of formal education which is to help youngsters adjust to, and participate in, the mainstream of our nation's life.

Such adjustment and participation requires understanding; understanding requires communication; communication requires language skills.

Development of language skills--- reading, writing, speaking and listening--- was, in the final analysis, felt to be the key to understanding; not only the scholastic understanding of concepts, attitudes and feelings that are vital to the understanding needed to erase ages-old prejudices.

A. OBJECTIVES

The intent of the original proposal was to provide an articulated educational experience from pre-kindergarten through twelfth grade for students in these two economically depressed areas. The funding available in July, 1968 did not allow this complete articulation, but did provide for programs which included these major elements:

a. Early Childhood Education
b. Individualization of Instruction
c. Programs to facilitate the transition to the world of work
d. Staff Development
e. School-Community Advisory Groups

The community involvement has been continuous. Each school has a School-Community Advisory Committee which serves along with the school staff as a planning team for the development of the educational needs of the community setting priorities in the selection of programs and developing within the professional staff an awareness of student life and learning styles.

One Complex Advisory Board was established for the Garfield Complex to give direction and articulation to the local schools through the School-Community Advisory Committees.

In the fall of 1968, the following programs became operational:

a. Child Welfare and Attendance
b. Articulation Counselor
c. Guidance Center at High School
d. Staff Development

In the spring of 1969, the remaining programs became operational:

a. Kindergarten Program
b. Individualized Instruction
c. Family Centers
d. Curriculum Development
e. Mini-Grants
f. Bilingual Education

The above-named programs comprise the various components in the Garfield Complex. Each one is explained further in the following paragraphs.

INDIVIDUALIZED READING:

This approach provides progress at differentiated rates, success leading to self-satisfaction and more success. Seeks to eliminate a uniformity of expectation and a universal application of method and content, which often results in frustration, alienation and disassociation from the school. One Aide is provided for every two teachers.

BILINGUAL EDUCATION:

Ten classes have been established to provide the Spanish-speaking pupils the opportunity to learn the curriculum areas in his mother tongue, while developing proficiency in English. By providing a learning environment that is culturally relevant, the student has a realistic opportunity to experience educational success. A truly bilingual person can be the result. An educational aide has been provided for every two teachers.

STAFF DEVELOPMENT:

Teachers have been trained in the new environment of individualized instruction and in the utilization of the linguistic strategies necessary with a bilingual approach. Positive attitudes are being developed for new and positive relationships with parents and community.

CURRICULUM DEVELOPMENT:

This is an effort to decentralize, in order to be more responsive to the needs of the schools and the community within the Complex area. Materials are being developed to support the program from pre-school through the sixth grades.

FAMILY CENTERS:

Located at Riggin and Humphreys Elementary, it is a unique central meeting place for meeting the educational and social needs of the area. The program is centered around the parent and the pre-school child.

MINI-GRANTS:

Forty-thousand, twenty-nine thousand and twenty-five thousand dollars were budgeted for mini-grants during the three years of the Garfield Complex. This provided readily available funds for teachers, administrators and the community to submit proposals for innovative and creative solutions to common and persistent teaching and learning problems in the classrooms. Out of a total number of 252 submitted, 120 were approved and funded by the Complex Advisory Board. Each funded mini-grant is now considered an integral part of the Complex program.

SCHOOL ADVISORY COMMITTEES:

One committee was organized in each of the Complex schools. Their main function is to determine the educational needs of the school community, and to offer ideas for improving the educational program. They meet on a regular basis as an advisory group to the local school principal. Each committee is authorized to send a minimum of four representatives to sit on the central Complex Advisory Board which acts as an advisory group to the Director of the Complex.

ADVISORY BOARD:

The Complex Advisory Board is made up of representatives from the six School-Advisory Committees in the Complex area. There are 31 elected representatives from the following categories: Parents (12), Non-Parents (6), Teachers (6), Students (2), Complex Staff (1), Head Start (2), Administrator (1) and Adult SChool (1), Meetings are held at 7:30 p.m. on the first Thursday of each month.

The idea of an Advisory Board evolved after several meetings with the local School-Community Advisory Committees. Interest was expressed in having a community group who would have the responsibility of the entire Complex. This plan brought a unity of purpose of the program. It has served to determine the educational needs of the Complex area. One of its main responsibilities has been to evaluate and approve "mini-grant" applications submitted through the local school. The Advisory Board is providing a positive liaison between the school and community.

ARTICULATION CENTER:

The center provides the necessary articulation between the elementary schools and the junior high school. It also provides an easy transition from one educational experience to the other, making it less threatening and more meaningful.

GUIDANCE CENTER:

This center provides opportunities for terminal and post-high school students to seek advice. It demonstrates that the school is interested and concerned in their future as members of society. It establishes personal contact for a period of three years offering a variety of guidance services to meet their specific needs. Community Aides assist the coordinator in this unique post-high school community-oriented follow-through.

BUS:

Two secondary schools and four elementary schools were given a set of transportation budget for each year the Complex has been in existence. Each school could avail themselves of bus transportation according to their own planned schedule, until their given budget had been exhausted. Under the coordination of Mrs. Katherine Kastel, four buses were made available to each elementary school daily for ten weeks through a special budget-stretching leasing arrangement. Community involvement, both in planning and participation, is an integral part of the program.

KINDERGARTEN:

This is an organized program of action-oriented experiences designed to maximize and reinforce the skills, attitudes and knowledge gained in Pre-Kindergarten and Head Start classes. And as in Head Start, the success of this program depends on close involvement of parents, with the teacher having knowledge of home and near-home conditions which affect learning.

EVALUATION:

Dr. Robert House coordinates activities of EPIC based in Tucson, Arizona. Behavioral objectives and a workable program description have been developed by each teacher based on tests and assessments. Evaluation will determine whether we have met our objectives.

COMPONENT: INDIVIDUALIZED READING PROGRAM

RATIONALE:

Too often, the systems of grouping designed to put each child into the most suitable learning environment fail to do so because they are inherently restrictive. They force all pupils through the same doors with a regidity that ignores uniqueness. This uniformity of expectation and universal application of method and content are especially damaging to children of the urban poor. The norms and expectations for groups of learners are seldom established with the needs of minority children in mind. The application of these norms to large groups of minority children often results in frustration, alienation, and, too often, disassociation from the school.

Individualized Instruction could provide progress at differentiated rates, success leading to self-satisfaction and more success. A positive cycle could become the mode.

PRODUCT OBJECTIVE:

At the conclusion of an Individualized Reading Program, these pupils in grades one through six who have completed the full school year, will show an average growth of one year in comprehension and word attack skills as measured by pre and post test scores on the Cooperative, Stanford or Comprehensive Test for Basic Skills.

PROCEDURAL OBJECTIVES:

1. During the school year an on-going continuous program of staff development will be implemented for all teachers involved in the program in grades one through six.

2. Coordinator and teacher will monitor the program monthly.

PROGRAM DESCRIPTION:

1. An Individualized Reading Program is constructed by a teacher to meet the reading needs of his children as determined by:

   a. Cooperative Test
   b. Stanford Test
   c. Comprehensive Test for Basic Skills
   d. Teacher Observation

2. The Individualized Reading Program will provide for the most effective use of time and material so that each child learns at his rate and capacity. Instruction will be provided by:

   a. Each child reading a different book
   b. Each child reading the same book, but for different purposes.
   c. Children grouped in small and large numbers to provide for common needs.
   d. Learning Centers where children may gain a particular need.

PROGRAM DESCRIPTION: (Continued)

3. Interaction during instruction will be:

   a. Teacher - Pupil
   b. Pupil - Teacher
   c. Educational Aide - Pupil
   d. Tutor - Pupil
   e. Pupil - Pupil

To provide for a continual individualized program the teacher will need to evaluate daily as to the needs and gains of each child. This daily evaluation will be accomplished through:

1. Individual conferences between teacher-pupil.

2. Record-keeping by teacher on child's progress.
   (Record-keeping same as for Kindergarten Program)

3. Testing the child by:

   a. Inquiry into material read
   b. Having child read orally
   c. Follow-up material
   d. Evaluation instruments

4. Observation

Staff Development for Individualized Reading is explained fully in the Staff Development phase of this report.

Monitoring of each program will be under the direction of the coordinator, who will schedule each teacher for classroom observation once a month and for a time period of 20-30 Minutes each.

COMPONENT: BILINGUAL EDUCATION

RATIONALE:

Bilingual instruction is necessary for those children whose learning would be hindered by being limited to having instruction only in English. Many children entering our East Los Angeles schools at the primary level are completely non-English-speaking. While they are able to learn English in special classes, they still fall behind their English-speaking peer group in the mastery of the basic skills. In order to learn English it is not necessary to ask these children to abandon the Spanish language. To the contrary, the development of their mother tongue will facilitate the learning of a second language.

PRODUCT OBJECTIVE:

Through the Bilingual Education Program, pupils in grades one through six will show an average growth of one year in speaking, reading, and writing English and Spanish, as measured by teacher observation and Inter-American Bilingual Tests.

PROCEDURAL OBJECTIVES:

1. During the month of September, new instructional materials and equipment will be delivered to all bilingual teachers.

2. During the month of October, Inter-American Tests will be distributed to bilingual classes for pre-testing of pupils.

3. Each month the bilingual coordinator shall lead an in-service workshop for the bilingual teachers to instruct them in the use of new materials and equipment.

4. Each month the bilingual coordinator shall meet with school coordinators to discuss any needs or problems that may arise concerning the Bilingual Program at all times.

5. The bilingual coordinator shall be on call for any necessary help pertaining to the Bilingual Program when requested by school coordinators or teachers.

6. During the year, the bilingual coordinator will host classroom visitations and observations by local and out-of-town teachers and administrators who wish to know more about the Garfield Educational Complex Bilingual Program.

7. During the year, the bilingual coordinator will visit bilingual classrooms to help and encourage new teachers.

8. During the month of May, the bilingual coordinator will deliver Inter-American Tests to all bilingual classes for post-testing.

9. Teacher will develop observation checklist by November, 1970.

PROGRAM DESCRIPTION:

1. During the months of September and October, the following equipment and materials were delivered to each bilingual teacher at the following schools: Humphreys Avenue Elementary, Fourth Street Elementary, and Riggin Street Elementary.

   a. Hoffman Machine and Listening Center
   b. Typewriter (each school also received a Spanish keyboard typewriter)
   c. Tape Recorder
   d. Filmstrip Projector
   e. Three Sets of Spanish Filmstrips and Records
   f. One Set of Spanish Records for Hoffman Machines (one per school)

2. During the month of October, Inter-American Tests were delivered by the bilingual coordinator to bilingual teachers at all three schools. New teachers were given help with explanation and administration of tests by the school coordinator.

3. The following series of workshops and activities related to the Bilingual Program will be held during the school year:

October:	Bilingual coordinator will lead In-Service in teaching Spanish As a Second Language and Beginning Reading in Spanish.
November:	Bilingual coordinator, school coordinator, and bilingual teachers will attend a workshop on the "Creative Use of Hoffman Machine in the Classroom" at the Hoffman Systems, Inc., in Arcadia, California.
December:	Bilingual coordinator will visit the bilingual classes to join in cultural festive activities, i.e., Las Posadas, Piñata Party, dances and games.
January:	Bilingual coordinator will report to bilingual teachers on visit to Laredo Unified Schools' Bilingual Program.
February:	New materials on "Método Onomatopéyico" will be presented and explained by the bilingual coordinator.
March:	Bilingual teachers will present creative ideas they have developed in their own classrooms.
April:	Bilingual coordinator will present materials and suggestions for "Cinco de Mayo" celebration.
May:	Bilingual teachers will evaluate the year's program on personal observation as it relates to their own classroom. Bilingual coordinator will give information regarding post-testing.
June:	Bilingual coordinator will check inventories of equipment and supplies.

PROGRAM DESCRIPTION: (Continued)

4. At monthly Principals' and Coordinators' Meetings, the bilingual coordinator will discuss with school coordinators any needs and/or problems concerning the bilingual program at their respective schools.

5. The Bilingual Program coordinator will schedule weekly classroom visitations to help and encourage new teachers.

COMPONENT: STAFF DEVELOPMENT

RATIONALE:

The Staff Development Program will bring about change in teacher's philosophy and competence so that they can effectively accomplish the objectives of each component of the Garfield Educational Complex.

The Human Development Program is designed to facilitate learning in the effective domain, thereby improving the motivation and achievement in all areas of education. This program is also designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and an understanding of the causes and effects in inter-personal relationships.

Teachers will learn that in an Individualized Reading Program, each child with the teacher's guidance, selects an individual book, reads at his own rate of speed for his own enjoyment or information, and reports in his own individual way. The concept of "self-selection" as a means of growth was formulated through extensive studies in child growth and development by Dr. Willard C. Olson, University of Michigan.

PRODUCT OBJECTIVES:

The following three objectives will be assessed in terms of: (1) the Bilingual Program, (2) the Individualized Reading Program, and (3) Human Relations.

1. At the completion of the Staff Development Program, the teachers will display their knowledge of the (1), (2), and (3) program as measured by an average minimum score of 90 on a teacher questionnaire.

2. At the completion of the Staff Development Program, the teacher will respond positively toward the (1), (2), and (3) program as measured by a 50 per cent or more positive response on a teacher questionnaire.

3. At the completion of the Staff Development Program, teachers will apply the required skill in (1), (2), and (3) program as measured by a 50 per cent or more positive response on a checklist to be filled out by their supervising principal.

PROCEDURAL OBJECTIVES:

1. Complex staff will conduct a Human Relations Workshop during the month of September for teachers, principals, and curriculum specialists. (At the completion of the Staff Development Program, teachers will apply the required skill in Human Relations as measured by a satisfactory rating or checklist to be filled out by the principal.)

2. An Individualized Reading Workshop will be conducted during the school year for teachers, principals, and curriculum specialists.

3. Specialists and principals will devise an instrument for number 3 of the product objectives by February, 1971.

PROGRAM DESCRIPTION:

During the month of September, the Complex staff will conduct a Human Relations Workshop for teachers, principals, and coordinators. The workshop will be led by Dr. Uvaldo Palomares, President of Institute for Personal Effectiveness in Children (IPEC).

During the month of November, the Complex staff will conduct a workshop in Individualized Reading for teachers and principals. This workshop will be led by Dorothy Lloyd and Enid Fremdling, Specialists in Individualized Reading. Both are on the staff of University Elementary School (U.C.L.A.).

During the months of January and March, the Complex staff will conduct in-service training in Individualized Instruction for teachers within each individual school. This in-service will be led by Dr. Jim Bowen and Dr. Allan Crawford on staff at California State College at Los Angeles. This program makes provisions for:

1. Individual Differences:

    a. Wide variety of materials - making many choices available
    b. Utilization of materials at child's own pace
    c. Flexible curriculum structure
    d. Grouping children with similar needs

2. Diagnostic and Prescriptive Procedures:

    a. Opportunity to observe and conference with individual children
    b. Determine educational course commensurate with children's needs
    c. Teacher awareness to children's needs

3. Development of Positive Self-Image:

    a. Warm, personal relationship established in teacher-child conference helps the child to recognize own potential and self-worth.
    b. Positive behavior is continually reinforced.

4. Conferencing:

    a. Diagnosis allows for grouping - e.g., skills, interests, social needs, etc.
    b. Need for particular skill development is determined.
    c. Warm, personal relationship establishes an atmosphere conducive to learning.

5. Academic Achievement:

    a. Materials are selected and tailored for child's needs and interests as a result of teacher-child involvement.
    b. Active involvement of children in curriculum rather than passive participation brought about by a preponderance of teacher-directed activities.

PROGRAM DESCRIPTION: (Continued)

During the school year, the Complex staff will conduct an in-service training class in Conversational Spanish. This will be geared especially for non-Spanish-speaking teachers who are working with predominately Spanish-speaking children. The class will meet once a week for two hours. There will be sixteen class meetings. This training will give the teacher a broader understanding of the problems a Spanish-speaking child has in making the transition from his native language to the English language. The teacher will also be able to communicate with the child and the child's parents in Spanish. This will establish a positive attitude towards the school and education in general.

An on-going training program will be conducted. Planning will be effected as per need as specified by the principals, coordinators, teachers, curriculum and bilingual specialists, and/or other qualified personnel connected with the program.

COMPONENT: FAMILY CENTER PROGRAM

RATIONALE:

Through the parent education's focus on early childhood education the Mexican-American child is provided with an opportunity to interact in a stimulating pre-school environment with carefully sequenced activities planned by the teacher. The outcome of the program should provide an early intervention program, developing the child's psycho-motor, social, emotional, and cognitive learnings and in this way allowing the development of his full potential, thus ensuring the child successful school experiences and entrance into the school culture.

The lack of sufficient educational facilities for the children and parents of the Mexican-American community makes this program one of the top most priorities especially with the rapid, social awareness that is occuring in the Mexican-American community.

PRODUCT OBJECTIVES:

For each course offered in the Family Center Program, those parents who are enrolled will increase their knowledge of family management and/or skill development as measured by at least 80 per cent of the parents completing the objectives of the course.

For each course offered in the Family Center Program, those parents who are enrolled will respond positively toward the objectives of the course as measured by an average score of three or higher on a five point Likert-type questionnaire, and at least 80 per cent attendance during the school year.

PROCEDURAL OBJECTIVES:

1. Courses initiated in the Family Center Program evolved from recommendations submitted by parents, community leaders, and agency representatives of the Garfield Educational Complex Advisory Committees.

2. Parents enrolled in the program are recruited by bulletins disseminated in the local Complex schools, posters placed in community libraries, service centers, the Ferris Health Clinic, the Maravilla Housing Project, door-to-door recruitment conducted by the Center's teacher aides and by the participants themselves.

3. The parent achievement of the course objectives will be assessed by the attendance of the parents and teacher-made checklists and observations.

PROGRAM DESCRIPTION:

1. Courses in the Family Center are implemented and initiated through needs assessed by the community.

2. Parents are recruited from the community by teacher aide home calls, posters, bulletins, school referrals, and by participants themselves.

PROGRAM DESCRIPTION: (Continued)

3. The parent's positive responses to the course objectives will be measured by a score of three or higher on a five point Likert-type questionnaire to be developed by a specialist by February, 1971.

4. Parent attendance of at least 80 per cent during the school year will be recorded by the teacher in class registers.

COUNSELING

PRODUCT OBJECTIVES:

As a result of the Family Center counseling program, those adults and students who are referred will respond positively toward their counseling as measured by follow-up reports made by counselors.

PROGRAM PROCESS:

1. The bilingual Family Center counselor counsels two nights a week. He is housed in the Center and conducts home visitations.

2. The Family Center's counseling program consists of counseling in the areas of vocational, educational, and family guidance.

3. Referrals to the Family Center counselor may be initiated by the Family Center staff, local school principals, health personnel, community leaders, teachers from the local Complex schools, and participants themselves.

4. The Family Center counselor records referrals made and will be assisted by a specialist in the development of a format for follow-up reports by February, 1971.

CLOTHING AND CONSTRUCTION:

PRODUCT OBJECTIVE:

The participants will learn how to construct personal and/or home accessories through teacher demonstrations or samples submitted by the participants. These projects may include the construction of pillows, infant accessories, scarves, hand-made toys, wall hangings, seasonal gifts, or home-beautifying accessories.

PROGRAM PROCESS:

1. The participants are recruited by the teacher aides, bulletins, posters, or other participants, community agency referrals, and by local school personnel.

PROGRAM PROCESS: (Continued)

2. The participants will learn how to measure, layout, and complete a five-piece garment during the first semester through teacher demonstration and actual construction of a garment.

3. The participants will learn how to alter a pattern through teacher demonstration and actual pattern-alteration experience.

ENGLISH AS A SECOND LANGUAGE

PROGRAM PROCESS:

1. The participants are recruited from the community through flyers, agency referrals, teacher aide door-to-door recruitment, posters, referrals from school personnel, and by the participants themselves.

2. English As a Second Language is taught by the teacher utilizing the audio-oral lingual method. Audio-oral lingual is an approach based on a hearing and saying method. This method teaches the spoken language at early levels of instruction and leads the student from mere oral fluency to final mastery of language.

3. The participants learn to speak a basic functional English through dialogues constructed by the teacher based on everyday situations with which the participants can easily identify.

NUTRITION

PROGRAM PROCESS:

1. The participants will increase their knowledge in the area of nutrition through teacher lectures and demonstrations of food preparation.

2. The participants will learn how to plan a menu using the four basic food groups through teacher-participant discussions and practical food guides provided by the nutritionist.

3. The participants will learn to provide their families with more nutritious food at less cost through teacher lectures on comparative buying, effective use of market specials, and purchasing of food in season.

4. The participants will learn to utilize the cooking skills learned through the preparation of a complete meal at the Family Center.

5. The participants will learn to compare the cost of food and analyze the preparation time of fresh, frozen, or canned food through demonstrations and actual practice.

BASIC EDUCATION

PROGRAM PROCESS:

1. The participants will receive instruction in basic education through group and individual instruction in reading, writing, spelling, and arithmetic.

2. The participants under teacher guidance utilize the Steck-Vaught Steps to Learning Book I & II to develop their oral language abilities through group discussion and vocabulary development. Improvement of reading skills will be accomplished by teacher-guided lessons on word recognition skills, matching identical words, locating specific sentences, reading short stories, reading safety signs and billboards, reading signs and prices in a store, and recognizing the days of the week.

   Additional group and individual instruction in reading will emphasize phonetic and structural analysis skills. These will include listening for beginning sounds in words, matching identical sounds in words, learning the initial consonant sounds, matching words that begin with the same initial consonant blend, adding s, ing, ed, and er to words, and recognizing two-syllable words.

   The participants will learn to develop their writing skills through class instruction in writing cursive small letters and capital letters, slanting letters correctly, writing the missing letter in a word, writing words, writing sentences, and one's own name, street, and address.

   The participants will receive teacher instructions in basic math concepts which will include counting by 5's, learning numbers 1 through 50, counting money, using a ruler for measuring inches, feet, and yards, telling time, solving simple addition and subtraction problems, writing original problems, using pint, quart, and gallon measurements, and recognizing fractional parts.

PERSONAL AND/OR HOME ACCESSORIES

RATIONALE:

The participants will learn how to construct personal and/or home accessories through teacher demonstrations or samples submitted by the participants. These projects may include the construction of pillows, infant accessories, scarves, hand-made toys, wall hangings, seasonal gifts, or home-beautifying accessories.

PARENT EDUCATION

PROGRAM PROCESS:

1. The participants will be provided with effective techniques to improve parent-child relationships through teacher demonstration and informal discussions on child growth and development.

PROGRAM PROCESS: (Continued)

2. The parent education personnel will provide the parent and child with early childhood experiences through demonstration and structured learning activities. In the area of oral, the teacher provides demonstrations and opportunities for parent-child interaction to develop language through the use of picture stories, songs, records, poems, filmstrips, rhymes, sample objects, and conversation. Through the use of these medias and with encouragement, the child's ability in language, thinking, and reasoning is strengthened.

   In the area of social and emotional development, the parent education personnel structures activities in the classroom to help the child know and respect individual differences in himself and others as he works and plays. These structured activities are included in the housekeeping center, the block center, the listening and library center, art center, wood construction, circle and group games, and manipulative (clay, puzzles, peg boards, beads, etc.) center.

   In providing for early childhood cognitive experience, the parent educational personnel presents group or individually-guided lessons to develop the child's ability to categorize, to develop the skill of sequence, to develop memory, and to discover concepts. Children are encouraged to ask questions, to make inference from pictures and books. The above is accomplished through the use of flannel boards, educational materials, stories, games, concrete objects (animal, trucks, people), filmstrips, puppets, dramatic play, and fingerplays. An important facet of these structured experiences is the participation of the parent and child. The parent education personnel will provide successful early childhood experiences through carefully planned sequentially-developed motor-perceptual activities. The teacher makes the child aware of his body image through observation of himself in the mirror and differentiation of his body parts through patterns, shadows, rhythms, stories, silhouttes, and fingerplays.

   The growth and small motor skills are developed by teacher-planned programs which include tearing, cutting, plasting, peg boards, and string-beading. The large motor skills are also teacher-planned and these include outdoor activities such as tricycles, hopping, jumping, skipping, running, wagons, painting, and coloring.

   With the teacher's help the child learns that the adults that have been present in the classroom have been friendly persons who will help him and of whom it is safe to ask questions.

   Through successful experiences and guidance provided by the teacher, the child learns to work and live with others of his own age. The parent education personnel will develop the child's self-concept through individual name tags, warm, friendly greetings, and acceptance by teacher and other adults, individual recognition in a group, use of mirror, use of camera, individual and group photos.

FAMILY COUNSELOR

During the school year, the Family counselor will provide counseling referral services to the participants in the parent-participation.

PROGRAM PROCESS:

1. Referrals to the Family Center counselor may be initiated by the Family Center staff, local school principals, health personnel, community leaders, and by teachers from the local Complex schools, and the participants themselves.

2. The Family Center counselor records referrals made and will be assisted by a specialist in the development of a format for follow-up records by February, 1971.

FAMILY FIESTAS AND EXCURSIONS

PROGRAM PROCESS:

1. The Family Center staff plans and initiates social functions to acknowledge special days with the assistance and cooperation of the Family Center participants.

2. Excursions to places of interest in Los Angeles are scheduled by the coordinator in response to Family Center staff and participants' requests.

COMPONENT: ADVISORY COMMITTEE

RATIONALE:

With the advent of student demands, the emergence of the Mexican-American Education Commission and the cultural pattern of parental non-involvement, it became necessary for a training program to be innovated for school community contacts for educational reforms.

PRODUCT OBJECTIVES:

PROCEDURAL OBJECTIVES:

1. During the month of October, the coordinator will call a meeting of all interested commmunity citizens for the purpose of electing members to the School Advisory Committee. Such members shall be duly elected by a democratic process.

2. The coordinator will lead special training sessions for committee members selected to participate in the training committees.

3. Trainees for the leadership training sessions will be selected on attendance basis. All committee members will be considered "trainees" if not more than three absences are recorded.

4. Training classes will begin in the month of November, 1970, and to conclude in the month of May, 1971.

5. Pre and post tests will be administered by the school coordinator:

   a. Tests will be designed to measure "decision-making".
   b. Pre tests will be administered in the month of January, 1971.
   c. The post test will be administered in the month of May, 1971.
   d. Tests will be a "true or false" objective exam prepared by the evaluation specialist.

6. The coordinator will be considered a resource by virtue of the knowledge he gains from attending and participating in all Principals' and Coordinators' Meetings, and relays this information to the School Advisory Committee at monthly meetings.

7. The coordinator will inform the committee members of the Advisory Committee activities by sending members letters, phone calls, and via the school Newsette paper.

8. The coordinator will see that the monthly meeting minutes be mailed to all members of the committees.

9. The coordinator will consult the Advisory Committee for dates of projected monthly meetings and prepare a master calendar for all members.

PROCEDURAL OBJECTIVES: (Continued)

10. The coordinator will assist the chairman in matters relating to the Advisory Committee by announcing his intentions of assistance to the committee. His intentions will be recorded in the minutes.

11. The coordinator will arrange for speakers and materials when requested by the committee. His progress report shall be recorded in the minutes.

COMPONENT: COMPLEX ADVISORY BOARD

RATIONALE:

It is necessary that the Garfield Educational Complex Advisory Board continue to give direction and articulation to the Complex schools through the School-Community Advisory Committee. Since community support for the Complex has grown through this type of involvement, it is particularly vital that such support leads to the culminating activities of the third-year operation of the Complex. These culminating activities should serve to give the members of the Complex Advisory Board a unity of purpose, as well as a better understanding of the kindergarten through adult school program.

PRODUCT OBJECTIVES:

Through participation in the meetings and other activities of the Complex Advisory Board, parents and community members will improve in the application of skills required in the process of decision-making as determined by:

> A systematic increase in the completion of the stated agenda of the monthly meetings as indicated by minutes of the meetings and video tapes of two meetings.

Through participation in the meetings and other activities of the Complex Advisory Board, parents and community members will value the Educational Complex Program,as measured by an average of three or higher on a five point Likert-type questionnaire.

PROCEDURAL OBJECTIVES:

1. The Advisory Board will hold 10 monthly meetings during the 1970-71 school year.

2. During the first two months of the school year, the Assistant Director will implement an in-service workshop in:

   a. Parliamentary Procedure
   b. School Organization
   c. Board of Education Policies
   d. Garfield Educational Complex Structure
   e. Decision-Making
   f. Advisory Board Member Responsibility

3. During the first Advisory Board Meeting, the Assistant Director will involve members to hold elections and prepare schedule of meetings.

4. During the school year the Assistant Director will train two members from each school to act as liaison and trainers in the six categories of Process Objective Number 1.

5. Specialist will revise instrument from last year for Objective Number 2.

6. The Advisory Board will screen innovative proposals by parents and school staff, and awarded Mini-grants to fund-selected proposals by March 1, 1971.

COMPONENT: ARTICULATION PROGRAM

RATIONALE:

Providing pupils an adequate transition between the sixth and seventh grades continues to be an all-important activity of the Garfield Educational Complex. These pupils transfer from a self-contained, single-classroom situation into a multi-teacher, multi-classroom situation with many new and varied experiences. Through the work of the Articulation counselor in preparing a carefully planned transition program, these experiences for pupils going from a self-contained elementary classroom setting to a departalized school situation will become more meaningful and less threatening to the students.

PRODUCT OBJECTIVES:

1. Sixth grade pupils who participate in an orientation program will make an easier transition from elementary to junior high school as measured by an average score of three or higher on a Likert-type scale and by coordinator-constructed tests on information of junior high school.

2. Seventh grade pupils who participate in a counseling program and/or orientation in the sixth grade will have a positive attitude toward junior high school as measured by a score of three or higher on a Likert-type attitude scale.

3. Elementary and junior high school teachers participating in an exchange visitation and conference program will have knowledge of the opposite level, as measured by a 90 per cent or higher score on a coordinator or evaluator-constructed test or survey.

4. As a result of attending parent night, parents of sixth graders will have knowledge of the junior high school program, as measured by a score of 90 per cent or higher on a coordinator or evaluator-constructed test or survey.

PROCEDURAL OBJECTIVES:

1. Between November 5, 1970 and June 18, 1971, the Articulation coordinator will talk with each sixth grade class five times for 30-40 minutes each time.

2. Between January and June, the Articulation coordinator will consult individually or in small groups, sixth graders referred to their teachers, counselor and/or administrators.

3. Between March 1, 1971 and June 18, 1971, the Articulation coordinator will organize and conduct visitation days at the junior high school for each sixth grade class.

4. In May, 1971, the Articulation coordinator will arrange for the attendance of 425 sixth graders at the dress rehearsal of the junior high school Music Festival.

PROCEDURAL OBJECTIVES: (Continued)

5. In May and June of 1971, the Articulation coordinator will arrange for an administrator or a counselor, a student and the Articulation coordinator to show a slide show of the junior high school program at each elementary school.

6. Between November, 1970 and June, 1971, the Articulation coordinator will relay information concerning the junior high school to pupils, parents and elementary school staff, and will relay information concerning the elementary school and the incoming seventh graders.

7. September through December of 1970, the Articulation coordinator will co-council (with the seventh grade counselor) the seventh graders.

8. During September through December of 1970, the Articulation coordinator will relay information to junior high school teachers and counselors that would assist them in working with specific seventh graders.

9. Between November, 1970 and June, 1971, the Articulation coordinator will arrange and conduct visitations of junior high school teachers to elementary schools and of elementary school teachers to the junior high school.

10. In the seventh or eighth month of the school year, the Articulation coordinator will arrange for and conduct a parent night at the junior high school or parent nights at the elementary schools explaining the junior high school program.

11. Between February and May, 1971, the Articulation coordinator will look at the sixth grade cums and meet with each sixth grade teacher, to receive information for use in grouping and programming sixth graders and in counseling pupils the following year.

12. Specialist and counselor will develop instruments for number 1, 2, 3 and 4 by February, 1971.

13. During June, 1971, program pre-seventh graders into summer school classes.

PROGRAM DESCRIPTION:

1. (Talks) Schedule for nineteen groups to be seen five times; the five talks will cover the following topics.

   First Talk: Overall explanation of differences pupils will find at junior high from their elementary school - the subjects they will have in the seventh grade, clubs, selection of food in the cafeteria and hash lines, time schedule of the school day, assemblies, dressing for gym, homeroom, student store, library and service club to help them find their rooms.

   This talk also stresses both the additional freedom and the additional responsibilities the pupils will have in junior high as compared with elementary school (free six-minutes between periods, but must be on time and not be excused during periods, pupils bring own school supplies).

PROGRAM DESCRIPTION: (Continued)

Second Talk: Demonstrate opening a combination-locker door. Individual pupils open it in front of class, then locker door is left with teacher.

Third Talk: Bring student school supplies and gym clothes to show what they will need to bring to school in the seventh grade. Also stress having textbooks covered.

Fourth Talk: Show pupils forms they will fill out in the seventh grade, stressing the information they should bring (birthdate, phone where parent can be reached during the day, etc.).

Fifth Talk: Bring the application forms for summer school and the description of summer school classes. Explain the classes available and leave application forms with sixth grade teachers.

During each of these talks, pupils also ask questions about junior high usually concerning aspects about which they are apprehensive - (fights, vice principals, showers, etc.). To some of the schools I take a seventh grader or two to talk with the classes, administrators, and coordinators.

2. (Counsel sixth graders individually or in groups) These pupils may be from EMR or Social Adjustment classes, or may be chronic absentees or have shown signs during my classroom talks that they did not understand the information or that their attitudes toward junior high school, themselves, or problems in their lives will likely prevent them from succeeding in junior high school.

3. (Visitation days) Schedule days for one or two classes to visit on each day. Communicate the dates and the schedule of the program for the day to each elementary school, and arrange for bus transportation for school too far to walk. Arrange for the use of the auditorium and with teachers for the program. Arrange for student tour-guides. Arrange with cafeteria manager for extra lunches (to be purchased by sixth graders), and for a morning or afternoon snack. Arrange for seventh graders to take sixth graders to sit in on their classes and to lunch. Arrange for a "verbal class" to participate in an evaluation of the day discussion and "last chance for questions" with the sixth graders at the end of the day. Conduct visitation days. (See that junior high students follow through on responsibilities; conduct tours for sixth grade teachers; be available for emergencies).

4. (Music Festival Dress Rehearsal) Notify elementary schools of the date and get estimate of how many will attend. Arrange for bus transportation for more distant schools. (Closest schools walk) Direct seating and supervise at rehearsal.

5. (Slide Program) Schedule date with elementary schools, and with junior high school staff. Bring slides of new personnel and program up to date. Accompany students and staff to each elementary school, and speak and/or introduce them.

PROGRAM DESCRIPTION: (Continued)

6. (Relay Information) The Articulation program clerk records the identifying information on the transfer data cards at each elementary school, and with the Articulation coordinator records the comments of teachers, the nurse, counselor, adminstrator, etc., considered of value in placing the pupil in classes or in counseling him the following year. The coordinator answers questions of pupils and parents in formal settings, (meetings, classroom talks, visitation days) and in informal settings, on the school yard, at coffee time after meetings, at Open Houses, through telephone calls). The coordinator meets with sixth grade teachers in groups and individually to relay information about the junior high school grouping system, special facilities and programs available, etc., and to receive information about pupils that will enter the seventh grade in the fall.

7. (Co-counsel) Speak with seventh graders whose sixth grade teachers had suggested someone contact them early in the seventh grade (because they are shy, or had social problems in elementary school, or needed "individual attention or encouragement").

8. (Relay Information) Look through transfer cards and contact teacher or informally comment when meeting teacher at faculty meetings, etc.

9. (Teacher Visitations) Make schedule of junior high school teachers' preparation periods. Contact new teacher and department heads to explain program and determine if they are interested in visiting. Explain program at faculty meeting and announce in "daily bulletin". Note teachers that indicate interest. Schedule times with elementary schools for junior high school teachers to visit their schools, and for their teachers when they will have visitors, and conduct visitations at the junior high school. Notify junior high school teachers of which elementary school they will visit and when, and either take them or direct them to the elementary school and notify them of who will meet them and where.

10. (Parent Nights) Decide with junior high school and elementary school staffs whether to have one parent night at the junior high or parent nights at each elementary school.

    (Option) Parent nights at the elementary schools - receive dates from each elementary school. Arrange with administrator and counselors which will attend each parent night. Check that slide program is up to date.

    Compile paper materials (explanations of each class in the junior high school curriculum, required courses for each grade, dress standards, special facilities and programs available at Griffith Jr. High School, price list of food available at Griffith Jr. High School, description of clubs and extra curricular activities.) Borrow gym uniform from Boys' amd Girls' P.E. Departments. Borrow school supplies from the student store to show examples of what is available, and what students should bring to class. Take administrator and counselor to elementary

PROGRAM DESCRIPTION: (Continued)

school or direct them where the meeting will be held. Check on publicity with elementary school (they take care of that). Set up display of school supplies at meeting. Conduct parent night (introduce administrator and counselor, each speaking on different aspects of the junior high school program. Show a 20-minute slide program. Distribute paper materials. Conduct question and answer period.).

(Option) One parent night at the junior high school from parents of sixth graders from all feeder schools - compile paper materials, student store supplies, gym clothes and slide program as described in Option #1 on previous page. Prepare publicity and distribute (flyers for sixth graders to take home, newspapers and television). Arrange with administrators their part in the program. Arrange for refreshments. Arrange for junior high school teachers to help. Display materials in the auditorium. Conduct program in the auditorium. Arrange for parents then to attend small groups with their own school's sixth grade teachers and some junior high school teachers in each group.

11. (Information) Arrange dates with each sixth grade teacher, either after school or, if possible, with released time during the day (arrange with principals). Meet with teachers.

COMPONENT: GUIDANCE CENTER

RATIONALE:

The Guidance Center is an on-site continuing counseling service for specific counselees, i.e., the potential dropout, the terminal student, and non-operative graduates, which were by-passed through lack of funding and philosophy by the regular school counselor.

PRODUCT OBJECTIVES:

As the result of counseling provided through the Guidance Center, graduates, potential dropouts, and terminal dropouts will respond by continuing in school and maintaining appropriate career goals. The effectiveness of the program will be determined on the basis of:

1. Over 50 per cent of potential dropouts and terminal dropouts counseled returning to school during the school year or be enrolled in skill centers.

2. Over 50 per cent of the graduates counseled will be enrolled in skill centers or a community college or be gainfully employed.

PROCEDURAL OBJECTIVES:

1. By the end of the first two school months, the Guidance Center office will have identified the graduates and dropouts and lists made of these terminal students.

2. By the end of the first two school months, all graduates and dropouts will have been contacted by the Guidance Center office.

3. The Guidance Center office will, during the school year, return the potential dropout to regular school or continuation school.

4. The Guidance Center office will process the dropout or graduate into:

   a. Adult school
   b. Vocational training
   c. Community college
   d. Full or part-time employment by the end of the school year

PROGRAM DESCRIPTION:

The secondary Guidance Center coordinator serves as a resource person to terminal students and potential dropouts referred by school personnel and non-operative graduates. Provides the necessary leadership for organizing, implementing, and coordinating the Complex Guidance Center at James A. Garfield High School. Will relate the total Complex program and its activities to the school and community.

The Guidance Center coordinator is directly responsible to the director of the Garfield Educational Complex with the joint cooperative supervision and guidance of the school principal.

PROGRAM DESCRIPTION: (Continued)

One Intermediate Clerk Typist and three Para-Professionals (community aides) will be directly responsible to the Guidance coordinator.

The primary function of the community aides is to serve as a counselor to the terminal student, the potential dropout referred by school personnel, and the non-functioning graduate. He will help them make choices to be fully aware of his personal potential in determining his future. Understanding would be provided in helping the student in the important decision making process of what to do.

Objectives:

1. To reduce the dropout rate of:

    a. The potential dropout
    b. The terminal student

2. To give counseling and assistance to non-functioning graduates from the community high schools: Garfield High School, Roosevelt High School, and Lincoln High School:

    a. Admission to colleges
    b. Scholarship assistance
    c. Vocational training
    d. Employment opportunities

The community aides will be directly responsible to the coordinator of the Garfield Educational Complex Guidance Center.

The responsibilities of the community aides are as follows:

1. Will be knowledgeable of specific school and community resources for referrals concerning employment training, scholarships, financial aid, advisement testing services, vocational and higher education (and others as need arises).

2. Gathers and disseminates pertinent data to terminal students, potential dropouts, and post graduates on employment, educational opportunities, career planning, scholarships, financial aid and higher education.

3. Establishes and maintains a positive working relationship between the Guidance Center and other educational programs on the school site as the Principals' Community Advisory Committee.

4. Maintains through professional readings, conferences, meetings and personal contacts, a sensitivity to the needs of the community. Will attend the meetings of the Complex Advisory Board.

5. Records significant data and maintains appropriate records for the purpose of evaluation as requested by the evaluation and research specialist, Dr. Robert House, located at Bimini Place Center, 3421 West Second Street, Los Angeles, California 90004.

PROGRAM DESCRIPTION: (Continued)

6. Maintains cooperative and effective liaison with other members of the school team, including the principal, vice principal, counselor, registrar, teachers, and other school personnel for the betterment of the total educational program.

7. Prepares and submits periodic reports on the development of the Educational Complex and such other matters as assigned by the director.

SECONDARY FUNCTIONS: Garfield Complex Guidance Center Coordinator

1. Implementation of Product Objectives of Advisory Committee:

   a. Through participation in leadership training sessions, selected trainees involved on school advisory committees will increase their knowledge of the process of decision-making applicable to the advisory committees as measured by statiscally significant increases between pre and post scores on a test to be given prior to and at the conclusion of the leadership training sessions.

   b. As the result of training sessions conducted by trainees, the participants will apply their knowledge gained from the leadership training sessions as measured by significant increased acceptance over the school year by the principal of the advisory committee's recommendations. (Measurement may come from reviews of the minutes of the advisory committee meetings and the written or oral responses of the principal.)

ADVISORY COMMITTEE:

1. During the second month of the school year, the coordinator will arrange for an election of members of the 1970-71 Advisory Committee.

2. At each meeting during the school year, the coordinator will serve as a resource person, relaying information that is relevant to the school, the Garfield Educational Complex, and the community.

3. During the school year, the coordinator will be responsible for informing committee members of Advisory Committee activities.

4. During the school year, the coordinator will be responsible for preparing and distributing minutes of the Advisory Committee.

5. The Advisory Committee will hold monthly meetings during the 1970-71 school year.

6. During the school year, the coordinator will assist the chairman in matters relating to the Advisory Committee.

7. During the school year, the coordinator will arrange for speakers and materials requested by the Advisory Committee.

8. Selected trainees will conduct leadership training workshops in November and December, 1970.

ADVISORY COMMITTEE: (Continued)

9. Specialist and Director will develop instrument for objective number 2 by December, 1970.

10. During the school year, the coordinator will implement an in-service workshop in:

    a. Parliamentary Procedure
    b. School Organization
    c. Board of Education Policies
    d. Garfield Educational Complex Structure
    e. Decision-Making
    f. Advisory Board Member Responsibility

SECONDARY FUNCTIONS: (Continued)

2. Staff Development:

    a. Spanish Conversation Class
    b. Teacher, Parent, Student Sensitivity Workshop

3. Election of Delegates and Alternates to Complex Advisory Board.

4. Coordination of Mini-grants and other funded programs to Garfield High School.

5. Coordination of Guidance Center field trips.

6. Publicity for community communication media.

7. Community contacts:

    a. Employers
    b. Colleges
    c. Governmental agencies

8. Attendance at:

    a. Principals' and Coordinators' Meetings
    b. Coordinators' Meetings
    c. Principals' Community Advisory Committee
    d. Mexican-American Education Commission

9. Implementation of Federal Impact Survey for total student body.

10. Training and coordination of para-professionals.

11. Preparation of Reports:

    a. Job Descriptions
    b. Behavioral Objectives for Guidance Center and Advisory Board
    c. Program Descriptions
    d. Program Planning Budget
    e. State Department of Education Report
    f. Annual Report
    g. End-of-Month Report
    h. Mileage Report
    i. Case Histories

COMPONENT: BUS PROGRAM

RATIONALE:

The value of the free selection by teachers for educational enrichment trips provides them with a greater opportunity to relate lessons in reading to the child's experience.

The teacher's free selection does not restrict her (him) to the Los Angeles City Unified School District manual.

Economic circumstances continue to curtail the mobility of children living in depressed areas of the city. Although bus trips for pupils are provided by the local school district on an equitable basis for all of the 800,000 students enrolled, this expensive effort is nevertheless meager when the great need for extensive and frequent experiences outside the barrio is considered. Serious curtailment or elimination of even this limited program is anticipated as local sources of revenue diminish. The child of poverty suffers the greatest loss, for he is deprived of experiences with other educating and socializing agencies such as museums, libraries, amusement centers, beaches, etc.

PRODUCT OBJECTIVE:

Teachers will value school journeys designed to increase pupil's mastery of concepts essential for success in reading as measured by a score of three or higher on a five point Likert-type scale evaluation instrument.

PROCEDURAL OBJECTIVES:

1. During the school year, schedules and suggested trip sites will be furnished by the Complex staff.

2. During the month of May, 1971, an instrument of measurement will be administered by the Complex staff.

3. Specialist evaluation will develop instrument for number 1 by February, 1971.

COMPONENT KINDERGARTEN PROGRAM

RATIONALE:

It has been well documented that children of the urban poverty areas are educationally handicapped and linguistically inhibited by a dearth of home and community experiences related to achievement in school. Currently, Pre-Kindergarten and Head Start Programs are being utilized to overcome this deficit. The positive effect of these important and successful programs is lessened because of a lack of continuity and "follow through" at the elementary level.

The objective of this expanded Kindergarten Program is to provide a continuous, organized program of action-oriented experiences designed to maximize and reinforce the skills, attitudes, and knowledge gained in Pre-Kindergarten and Head Start classes. This objective can be met only with close involvement of parents, with the teacher having knowledge of home and near-home conditions which affect learning and with the teacher having information regarding social and psychological inhibitors of learning for the inner-city child.

PRODUCT OBJECTIVES:

By the end of one year in the Kindergarten Program, pupils will demonstrate an increase in school readiness skills as measured by their pre and post test on the Level A Assessment Test or the Metropolitan Readiness Test. Post test scores for 80 per cent of the pupils taking the Metropolitan Test will be at or above 50 percentile. Post test scores for 80 per cent of the pupils taking the Level A Assessment Test will be 50 per cent or more of items correct. Pupils will show a statiscally significant gain between pre and post test scores.

PROCEDURAL OBJECTIVES:

1. During the month of October, a pre test will be administered by the kindergarten teachers. (Information compiled will be utilized to provide an on-going program in Individualized Instruction which will raise the children's level of performance as stated in the Behavioral Objectives.)

2. During the month of May, post tests will be administered by teachers.

3. During the school year, teachers will provide School Readiness Instruction in:

   a. Motor Development
   b. Laterality Development
   c. Concept Formation
   d. Language Usage
   e. Visual Memory
   f. Auditory Memory
   g. Phonetic Analysis
   h. Structural Analysis
   i. Basic Sight Vocabulary

PROGRAM DESCRIPTION:

Using the Level A Assessment Instrument, the Metropolitan Test of Reading Readiness, teacher observation, and an on-going record-keeping program as a teaching guide, the teacher will provide an on-going individualized instructional program which will cover the following areas: motor development, concept formation, language usage, visual memory, auditory memory, phonetic analysis, structural analysis, and basic sight vocabulary.

Using the above-named criteria, the teacher will instruct the student so that 80 per cent of the pupils taking the Metropolitan Test will be at or above 50 percentile at the time the tests are administered; 80 per cent of the pupils taking the Level A Assessment will show 50 per cent or more items correct.

1. Types of Record-Keeping Devices:

   On-going record-keeping devices consist of: Individual student's card files, commercially provided record-keeping instruments, teacher-devised record-keeping methods, Complex-provided check-off sheets, the Level A Assessment check-off list, etc.

2. Individualization of Instruction:

   Through the diagnostic methods named above, the teacher will plan a program for each individual student that will best fit his needs. Using student conferences and daily observations the teacher will give large and small group instruction; remedial and enrichment instruction during the non-class teaching periods which consist of small groups of five or less students meeting with the teacher after the end of the regular school day. Teachers are provided with time during their regular working hours so that they may make home visitations, plan for the instructional day, and attend staff development sessions. Parent volunteers are recruited whenever possible.

PART III: CONCLUSION

These programs were initiated at the K - 2nd grade levels during our first year. In our second year of operation, we expanded to include the third grade students and teachers. During this, our third and last year of operation, the Complex Advisory Board voted to expand the programs to encompass all grade levels, from first to sixth grade. Kindergarten classes are served by the Complex, but our philosophy and mode of operation has been adopted by the California State Board of Education and is now a state-mandated program.

It has become necessary to expand those activities where observation and evaluation indicates that needs exist and to add or continue those components which progressively implement the initial intent of an articulated educational experience throughout the grades.

The ideas of programs mentioned in this article represent the collective input of community advisory groups and staff personnel. Committees representing each of the Complex schools have given ideas, have reacted to summaries of their ideas and have set priorities for the expansion of existing programs.

Throughout the existence of the Garfield Complex, there has been an increased provision for including indigeneous people as Education Aides for teachers in the instructional programs. To enhance and enrich these programs, it has been necessary for these Education Aides to be residents of the geographical area described as the school service attendance area of Garfield High School.

Although the Garfield Complex is phasing out, as all federal three-year programs must, we feel that these last three years have been very rewarding and beneficial toward upgrading the educational level of the students in East Los Angeles. Apparently, other programs and agencies hold the same view as evidenced by the following:

A. Our Bilingual Program has been used as a model for the expanded Bilingual Project under Title VII.

B. Our kindergarten component was picked up by the State of California and is now a mandated program through this agency.

C. The Individualized Instruction Program has been duplicated and used as a model in schools and districts too numerous to name here. The Reading Task Force of the Los Angeles City Unified School District, has utilized many of the philosophies and methods perfected in our program as a guide while writing an Individualized Instruction in Reading Curriculum that will be used throughout the before-mentioned school districts.

D. The Advisory Committee concept that we have had in operation during our three-year existence is now in operation throughout the City of Los Angeles. This idea has germated into the recommendations by the Decentralization Task Force.

E. Title I now has a program in existence that models our "Mini-Grant" component. In the Decentralization recommendations reported in the Spotlight #55 of February 23, 1971, it was recommended that a "Superintendent's fund" for $100,000 be placed in effect. This closely parallels our "mini-grant" program.

F. Our Family Centers were two of only four similar existing programs throughout the United States, (the Jordan Educational Complex has the other two). Through the demands of the participating communities, a proposal has been submitted to continue this extremely successful program.

G. Because of the stated needs and expressed demands of our community, a recommendation has been submitted to the Los Angeles City Board of Education for an expanded version of our present Garfield High School Guidance Center.

H. The Decentralization Task Force utilized the Complex idea in the organization planning for the district's decentralization plan. This plan will be implemented for the school year 1971-72.

The Garfield Educational Complex office is located at 1200 N. Cornwell Street; Los Angeles, California 90033.

Anyone desiring further information may write to the above address or contact Mr. Michael A. Rosales, Director; Mr. Robert G. Quihuis, Assistant Director or Mr. Conrad Boubion, Curriculum Consultant, by calling 223-1071 or 223-1072.